





The goal of the Connecticut Accountability for Learning Initiative (CALI) is to provide a model of state support to districts and schools to support the process of continuous school and district improvement and to accelerate the closing of Connecticut's achievement gaps.

CALI is a model based on the research findings of Reeves, Marzano, McNulty, Pickering, Pollock, Waters, Elmore, Freiberg, Simpson, and others.

Their work provides evidence that schools with student populations including high rates of poverty and high percentages of ethnic minorities can achieve high academic performance.

Common characteristics of high-achieving schools include:

- clear focus on achievement;
- standards-based curriculum that emphasizes the core subject areas of reading, math and writing;
- frequent assessment of student progress and multiple opportunities for student improvement;
- an emphasis on non-fiction writing;
- collaborative scoring of student work; and
- a positive and respectful school climate.

Accessing CALI

- Title I schools identified as being in need of improvement and schools in Priority School Districts can access CALI professional development for free.
- Schools who are not eligible for free training can register for a fee.
- Any school can contact their local Regional Educational Service Center (RESRC) or the State Education Resource Center (SERC) as each has certified trainers in all CALI modules.



CALI Professional Development includes:

FOR ALL EDUCATORS:

- Data-Driven Decision Making/Data Teams (DDDM/DT)*
- Engaging Classroom Assessments (ECA)
- Effective Teaching Strategies (ETS)*
- Common Formative Assessments (CFA)*
- Improving School Climate (ISC)*
- Scientific Research-Based Interventions (SRBI, also known as Response to Intervention)

FOR COACHES & LEADERS:

- Coaching Instructional Data Teams
- Coaching Effective Teaching Strategies
- The Change Academy: Leading Change & Getting Everyone on Board
- Classroom Data: Feedback, Follow Up & Follow Through
- School Climate for Leaders

FOR PARAPROFESSIONALS:

- CALI Overview

Data-Driven Decision Making/Data Teams*

- In this two-day basic training module, cause data (adult actions) and effect data (student achievement outcomes) are reviewed by district leaders, building leaders, teachers and parents to determine strengths so success can be replicated, and areas in need of improvement so assistance can be provided.

*Developed by The Leadership and Learning Center
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Data-Driven Decision Making/Data Teams, cont.

- In Instructional State, District, and School Data Teams are used to monitor improvement plan implementation and efficacy.
- Data Teams, teachers collaboratively analyze data from common formative assessments, identify strengths and weaknesses in student learning and determine which instructional strategies will best address students and learning objectives. Teachers reconvene to analyze the effectiveness of the instructional strategies selected and implemented at the previous data team meeting.

Coaching Instructional Data Teams*

- In this one-day training module, instructional coaches and leaders who are responsible for assisting with the implementation and continuous support of Data Teams learn strategies on how to coach educators through the Data Team process.
- Participants must have attended basic Data-Driven Decision Making/Data Teams training before being eligible to attend this module.

*Developed by CSDE and RESC/SERC Alliance

Effective Teaching Strategies*

- In this two-day basic training module, participants learn how to utilize the 9 research-based instructional strategies that have the greatest impact on student achievement as identified by researchers Marzano, Pickering & Pollock in their meta-analysis of 35 years of educational research conducted by the Mid-Content Research for Education and Learning, and endorsed by the Association for Supervision and Curriculum Development.
- The research of Douglas Reeves has resulted in the addition of a tenth strategy, non-fiction writing.
- Participants learn how to plan for and implement Effective Teaching Strategies as part of the Data Team process.

Engaging Classroom Assessments

- This two-day seminar demonstrates how a practitioner can create a standards-based performance that can be immediately implemented in the classroom.

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Coaching Effective Teaching Strategies*

- In this one-day training module, instructional coaches and leaders who are responsible for supporting teachers learn practical strategies on how to coach educators in the planning and use of Effective Teaching Strategies.
- Participants must have attended the basic Effective Teaching Strategies training module before being eligible to attend this module.

*Developed by CSDE & RESC/SERC Alliance

Common Formative Assessments*

- In this two-day basic training module, participants learn how to construct common formative assessments for use in Data Teams.
- Common formative assessments are used as assessments FOR learning, as opposed to summative assessments OF learning.
- Common formative assessments are aligned to large-scale assessments, collaboratively designed by grade-level and/or content area teachers and are administered prior to beginning a unit to inform instruction.

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Improving School Climate to Support Academic Achievement*

- In this two-day basic training module, participants learn that the quality of school climate is all about relationships, which are determined by how well the people within the school treat each other physically, emotionally and intellectually.
- This module offers practical strategies including data gathering on how to improve school climate to support student achievement.

*Developed by CSDE & RESC/SERC Alliance

School Climate for Leaders*

- This two-day seminar focuses on the essential elements that are necessary to establish a positive and respectful school climate.
- Participants will:
 - understand the impact of the quality of school climate on the developing brain, academic engagement, and student achievement;
 - examine the implications of addressing school climate in attaining holistic accountability and alignment with SRBI; and
 - explore practical structures and strategies that prevent and address student disengagement, “bullying” and school violence by creating physically, emotionally, and intellectually safe learning environments

CALI Overview for Paraprofessionals*

- This one-day training module provides an overview of the Connecticut Accountability for Learning Initiative so that paraprofessionals are aware of the goals and are equipped with strategies to support classroom teachers.

*Developed by the CSDE



Scientific Research-Based Interventions (SRBI)*

This training will provide participants with a basic foundational overview of SRBI.

The learning objectives for this one day training are:

- Create a common understanding of SRBI
- Demonstrate good practice at Tier I in various content areas and grade levels
- Practice problem solving and decision making
- Design possible solutions to address challenges in your Tier I classroom
- Define and discuss what Tier II/Tier III instruction looks like

Leading Change and Getting Everyone on Board*

- This two-day training module is for instructional leaders who are leading change efforts in schools and districts.
- This module provides participants with practical strategies and simulated experiences in leading change.

*Developed by the CSDE, Connecticut Association of Schools, and Cooperative Educational Services

Classroom Data: Feedback, Follow Up & Follow Through*

- This two-day training module is for instructional leaders who are using data to drive educational decision-making.
- Participants bring their own everyday data (e.g., lesson plans, attendance data, student portfolios) and learn how to provide feedback, follow up and monitor to ensure follow through with support.

*Developed by the CSDE, Connecticut Association of Schools, and Cooperative Educational Services

Connecticut Accountability for Learning Initiative



Need Additional Information?

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